

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

Education, as a pillar of personal and academic growth, is carried out within the dynamic setting of the university program. According to the Oxford dictionary, education is a process of teaching, training, and learning, particularly at educational institutions (schools, colleges, and universities), to enhance knowledge and abilities. Universities, as centers of learning, foster intellectual curiosity, critical thinking, and important abilities that prepare students for responsibilities as educated members of the community. This broad university experience includes academic study, personal development, and the acquisition of skills necessary for professional success. Choosing the right career must have been prepared since the beginning of entering college, and internship is one of the supporting factors to make it easier.

Internships develop as crucial elements in this educational landscape, bridging the gap between theoretical knowledge and real-world application. Internships are critical in turning academic concepts into practical competencies, giving students unique experiences to navigate professional contexts, encounter real-world obstacles, and apply classroom learning in concrete ways. Internships are crucibles for skill development, providing an opportunity for students to hone technical talents while also cultivating important soft skills. Internships encourage adaptation, resilience, and good communication, all of which are essential for success in any professional context. Beyond skill development, these experiences

affect students' career paths by providing insights into diverse sectors and serving as networking opportunities, potentially opening doors to future employment.

This report offers a thorough overview of the internship experience at SDK Yos Sudarso Kepanjen, highlighting the challenges in teaching English to 4<sup>th</sup> grade students. It underscores the institution's commitment to shaping students with both personality and academic excellence. Throughout the internship from July to November 2023, various activities were undertaken, including teaching sessions, coordination meetings, and assessments. Despite these endeavors, the report emphasizes the encountered challenges, specifically the diverse needs of students and the limitations posed by scarce resources and time constraints. The focal point remains on recognizing and comprehending the practical barriers hindering English language learning for 4<sup>th</sup> grade students at SDK Yos Sudarso Kepanjen, particularly the complex nature of their individual needs and the broader constraints within which teaching occurs.

## **1.2 The Objective of The Internship**

The primary goal of this internship program is to sharpen our abilities and broaden our practical knowledge in preparation for the transition into the world of work. In addition to this primary goal, numerous secondary objectives have been established for this internship program. For starters, internships act as a starting point, providing students with essential exposure to the real-world characteristics of employment in their chosen industries. This intensive experience allows students

to gain a better grasp of the sector and its complexities, preparing them for the difficulties and demands of their future professions.

Internships extend beyond the scope of students' academic concentrations, enabling them to make a significant contribution to institutions outside of their respective areas of study. This interdisciplinary experience broadens their perspectives and helps them develop a diverse skill set that crosses disciplinary boundaries. Furthermore, as students complete responsibilities assigned to them by the hosting institutions, these programs foster a sense of responsibility in them. This direct accountability promotes professional development and the development of a strong work ethic.

Furthermore, internship programs aim to stimulate students' curiosity and enthusiasm in specific disciplines, catalyzing future exploration and specialization. Students obtain insights that go beyond academic knowledge by exposing themselves to real-world work environments, generating enthusiasm for specific industries or career pathways. In essence, the goals of this internship program are to develop well-rounded, competent professionals who are equipped with practical skills and a feeling of obligation as they embark on their professional journeys.

### **1.3 The Scope of The Report**

This internship report delves into the problems experienced while working to improve English proficiency among SDK Yos Sudarso Kepanjen 4<sup>th</sup> grade students. The primary focus is on determining and addressing the students' different learning needs in the field of language acquisition. The report, in particular, delves

into the complexities of educating 4<sup>th</sup> graders with various levels of English understanding and proficiency, emphasizing the significance of adapting methods of instruction to accommodate diverse learning patterns.

#### **1.4 The Significance**

a) For English Letters Study Program

Several critical characteristics highlight its significance within the context of the English Letters Study Program. To begin, the program seeks to support the development of highly qualified graduates by providing them with the abilities required to thrive in the world of work. It also acts as a platform for examining and comparing the academic program within the faculty to the dynamic demands of the professional environment. This procedure allows for a more in-depth knowledge of the relationship between school curriculum and real-world employment demands. Furthermore, the program is critical in the continued development of the curriculum, catalyzing constant improvement. It contributes to the development of more effective and responsive educational frameworks by reviewing and addressing the present curriculum's strengths and areas for improvement, assuring the program's adaptation to changing societal and professional needs.

b) For Student

The significance for students enrolled in the English Letters Study Program extends to a variety of characteristics critical to their academic and professional development. For starters, the program acts as a platform for the

development of new skills gained through both formal and informal education. This broad approach guarantees that students have a diverse skill set that extends beyond traditional classroom study. Furthermore, the curriculum is intended to improve students' problem-solving abilities, cultivating a mindset capable of dealing with obstacles and complexities in a variety of circumstances.

c) For Related Institution

The program, according to the connected institution, SDK Yos Sudarso Kepanjen, has significant implications for improving the quality of English language learning for its students. To begin with, the program serves as a significant resource for SDK Yos Sudarso Kepanjen in improving the general quality of English learning among its students. The English Letters Study Program becomes an integral partner in increasing the quality of English instruction inside the school by providing specialized insights and approaches. Furthermore, the program acts as a starting point for future collaborations between SDK Yos Sudarso Kepanjen and the English Letter Study Program. This collaboration has the potential to develop into a mutually advantageous partnership in which both institutions may contribute resources, skills, and experiences. Such collaborations are essential for encouraging academic achievement, the exchange of knowledge, and the continuing improvement of educational processes.

## **1.5 Operational Definitions of The Key Terms**

### **a) English Proficiency**

According to Renandya et al. (2018), language proficiency refers to one's ability to use language for a variety of communicative purposes. Proficient users are said to have a good command of the language, i.e., they can understand the language without difficulty, express a range of ideas clearly in speech and writing, and interact with other speakers comfortably. English proficiency is often assessed using five performances indicators such as: accuracy, fluency, complexity, appropriacy, and capacity. This proficiency is assessed by evaluating an individual's capability to understand, speak, read, and write in English in alignment with the curriculum's defined learning objectives.

### **b) Differentiated Instruction (DI)**

According to Tomlinson (2014), Differentiated Instruction is an instructional method used by teachers to meet the different learning requirements, preparation levels, interests, and learning profiles of their students. In the context of this report, DI involves adapting instructional techniques, content, and activities to meet the diverse English understanding and proficiency levels of 4<sup>th</sup> grade students at SDK Yos Sudarso Kepanjen.

### **c) Multimedia Learning**

According to Johnson and Mayer (2009), Multimedia learning refers to the use of diverse media, such as text, graphics, audio, and video, to improve the learning experience. The research examines multimedia learning in the context of

using various instructional resources and instruments to engage students in English language acquisition.

**d) Cognitive Load**

According to Sweller (2011), Cognitive load is the amount of mental effort and processing capability required by an individual when participating in learning activities. In the context of this report, Cognitive Load Theory (CLT) stresses reducing extraneous load to improve learning outcomes, particularly in the acquisition of English language skills among 4<sup>th</sup> grade students.